

Relationship-Based Competencies: Building Capacity for Staff and Supervisors Working with Families

AZ Infant/Toddler Summit

Laura Landis M.Ed/ECE

Mary Reinwasser M.Ed



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Introductions



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

In this session, we will:

- Revisit the OHS PFCE Framework.
- Explore the Relationship-Based Competencies (RBCs) document.
- Provide interactive opportunities to deepen your understanding of the RBCs through topics such as Reflective Practice / Supervision and Action Planning.



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

“When you work hand-in-hand with families to build trusting relationships, you help families support their children to reach their fullest potential.”



- Markers of Progress



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

When we actively engage families...

...All Benefit.

- **Children** will be healthier and more ready for kindergarten
- **Families** will be more engaged in your program & in the public school
- **Programs** will achieve higher levels of quality
- **Communities** will provide stronger supports to the next generation



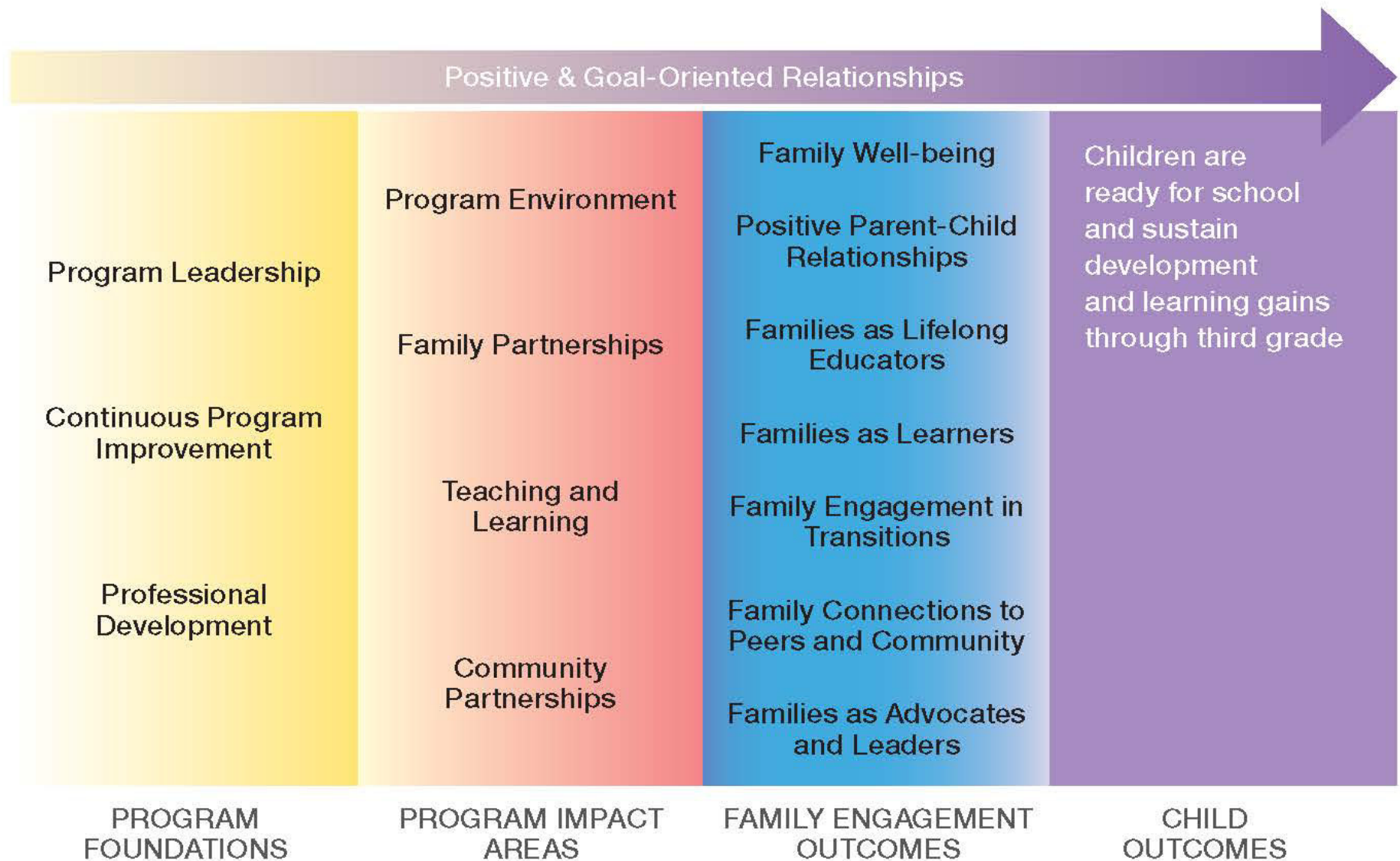
THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**



Begin with the end in mind

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.



Begin with the end in mind...

Desired Child Outcomes



CHILD
OUTCOMES

1. Children ready for school.
2. Children sustain development and learning gains through third grade.



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Family Engagement Outcomes



FAMILY OUTCOMES

1. Family Well-Being
2. Parent-Child Relationships
3. Families as Lifelong Educators
4. Families as Learners
5. Family Engagement in Transitions
6. Family Connections with Community
7. Families as Advocates and Leaders

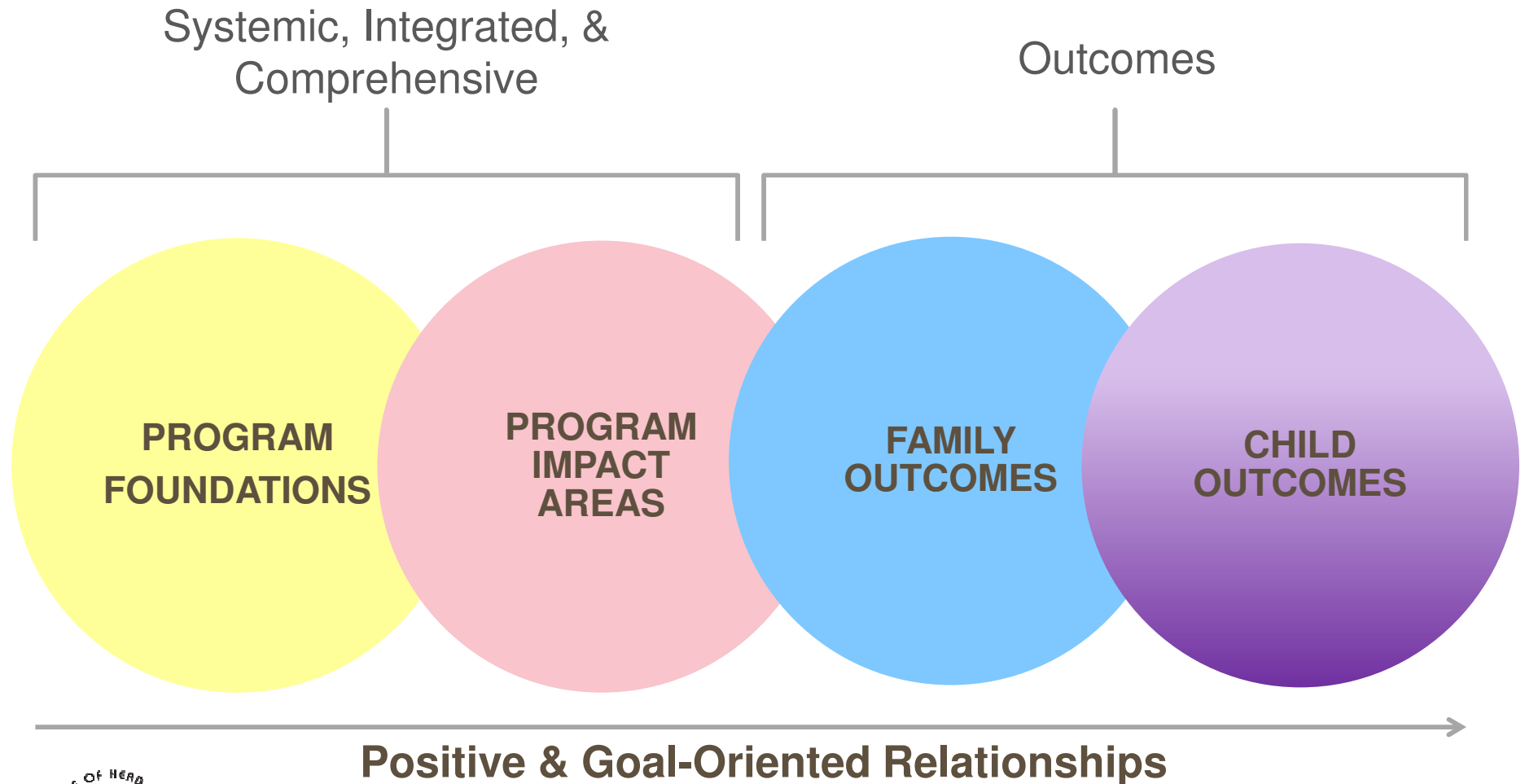


THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Head Start Parent and Family Engagement Outcomes

1. FAMILY WELL-BEING	Parents and families are safe, healthy, and have increased financial security.
2. POSITIVE PARENT-CHILD RELATIONSHIPS	Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.
3. FAMILIES AS LIFELONG EDUCATORS	Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
4. FAMILIES AS LEARNERS	Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.
5. FAMILY ENGAGEMENT IN TRANSITIONS	Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.
6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
7. FAMILIES AS ADVOCATES AND LEADERS	Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.

Parent, Family, & Community Engagement is:



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Head Start and Early Head Start Relationship-Based Competencies

for Staff and Supervisors who Work with Families



INTRODUCING THE RELATIONSHIP- BASED COMPETENCIES



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

What are the Relationship-Based Competencies (RBCs)?

- Technical Assistance Resource
- Outlines the knowledge, skills, and actions for staff working with families in Head Start and Early Head Start (HS/EHS) programs
- Competencies represent both research-based and best practices in the early childhood, human services, and social work fields



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

The Relationship-based Competencies resource could be used to support programs with:



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Professional Development Strategies



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Reflective Supervision



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Becoming Competent in Building Relationships

Head Start and Early Head Start Relationship-Based Competencies

for Staff and Supervisors Who Work with Families



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**



RELATIONSHIP-based Competencies



Positive & Goal-Oriented Relationships



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Relationships Matter for Children, Families, Staff, and Community



What are Positive, Goal-Oriented Relationships?



Engaging in mutually respectful, goal-oriented partnerships with families to promote both child and family outcomes



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Relationship-Based Competencies (RBCs)

COMPETENCY	RESULT
1: POSITIVE, GOAL-ORIENTED RELATIONSHIPS	Engages in mutually respectful goal-oriented partnerships with families to promote parent-child relationships and family well-being.
2: SELF AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS	Respects and responds appropriately to the culture, language, values and family structures of each family served.
3: FAMILY WELL-BEING AND FAMILIES AS LEARNERS	Supports families' safety, health, financial stability, life goals, and aspirations.
4: PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS	Enhances parent-child relationships and supports parents' role as the first and lifelong educators of their children.
5: FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Facilitates social networks and group activities that support families' strengths, interests and needs.
6: COORDINATED, INTEGRATED AND COMPREHENSIVE SERVICES	Acts as a member of a comprehensive services team so that family service activities are coordinated and integrated throughout the program.
7: FAMILY ACCESS TO COMMUNITY RESOURCES	Supports families in using community resources that enhance family well-being and children's learning and development.
8: DATA DRIVEN SERVICES AND SYSTEMS FOR CONTINUOUS IMPROVEMENT	Collects and analyzes information to find new solutions to challenges as part of ongoing monitoring in order to continuously improve services.
9: FOUNDATIONS FOR PROFESSIONAL GROWTH	Actively participates in opportunities for continuous professional development.

Relationship-Based Competencies

For Staff and Supervisors who Work with Families

1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS

Engages in mutually respectful goal-oriented partnerships with families to promote parent-child relationships and family well-being.

	Staff who Work with Families	Supervisor
KNOWLEDGE	<ul style="list-style-type: none"> Develops knowledge of effective relationship-building practices. Understands that parents/expectant parents and staff each bring equal value to the relationship. 	<ul style="list-style-type: none"> Has knowledge of effective relationship-building practices. Is knowledgeable about reflective supervision and how to support staffs' relationships with families.
SKILLS	<ul style="list-style-type: none"> Helps families feel welcomed, safe, and respected by building trusting relationships over time. Shows respect for different families' circumstances and creates opportunities for families to consider their aspirations for their children and themselves. Uses appropriate communication techniques, such as verbal and nonverbal messages and reflective listening. Demonstrates the ability to work with families on different kinds of goals (health, nutrition, parent/child interactions, mental health, family literacy, financial literacy, etc.). Demonstrates the ability to jointly develop and follow up on goals that are meaningful for families and individualizes services for parents and expectant mothers and fathers. Makes ethical decisions that maintain professional boundaries and family confidentiality. 	<ul style="list-style-type: none"> Demonstrates ongoing, collaborative, and respectful relationships with staff that contribute to their professional identity. Is able to utilize active listening skills and demonstrates receptivity to feedback from staff. Recognizes and builds on staff strengths and encourages staff to take responsibility for their own growth. Demonstrates the ability to support and model ethical practice when interacting with staff and families.
ACTIONS	<ul style="list-style-type: none"> Makes contact with both mothers and fathers to develop ongoing relationships. In partnership with families, develops and supports plans that describe families' strengths, resources, and needed services. 	<ul style="list-style-type: none"> Coaches staff in reflective listening as well as verbal and nonverbal messaging. Helps staff develop strong, positive, and effective relationships with families. This includes families experiencing crises. Helps staff develop meaningful goals that draw on families' aspirations for themselves and their children. Orients new staff to the program philosophy, services, and organizational culture.

Featured PFCE Framework Elements and Outcomes



PFCE ELEMENTS

Program Leadership
Continuous Program Improvement
Professional Development
Program Environment
Family Partnerships
Teaching and Learning
Community Partnerships

PFCE OUTCOMES

Family Well-being
Parent-Child Relationships
Families as Lifelong Educators
Families as Learners
Families Engagement in Transitions
Family Connections to Peers and Community
Families as Advocates and Leaders

Building the capacity...

Actions

Refers to related activities...

Show me!

Skills

Refers to what staff have the ability to do...

What can you do?

Knowledge

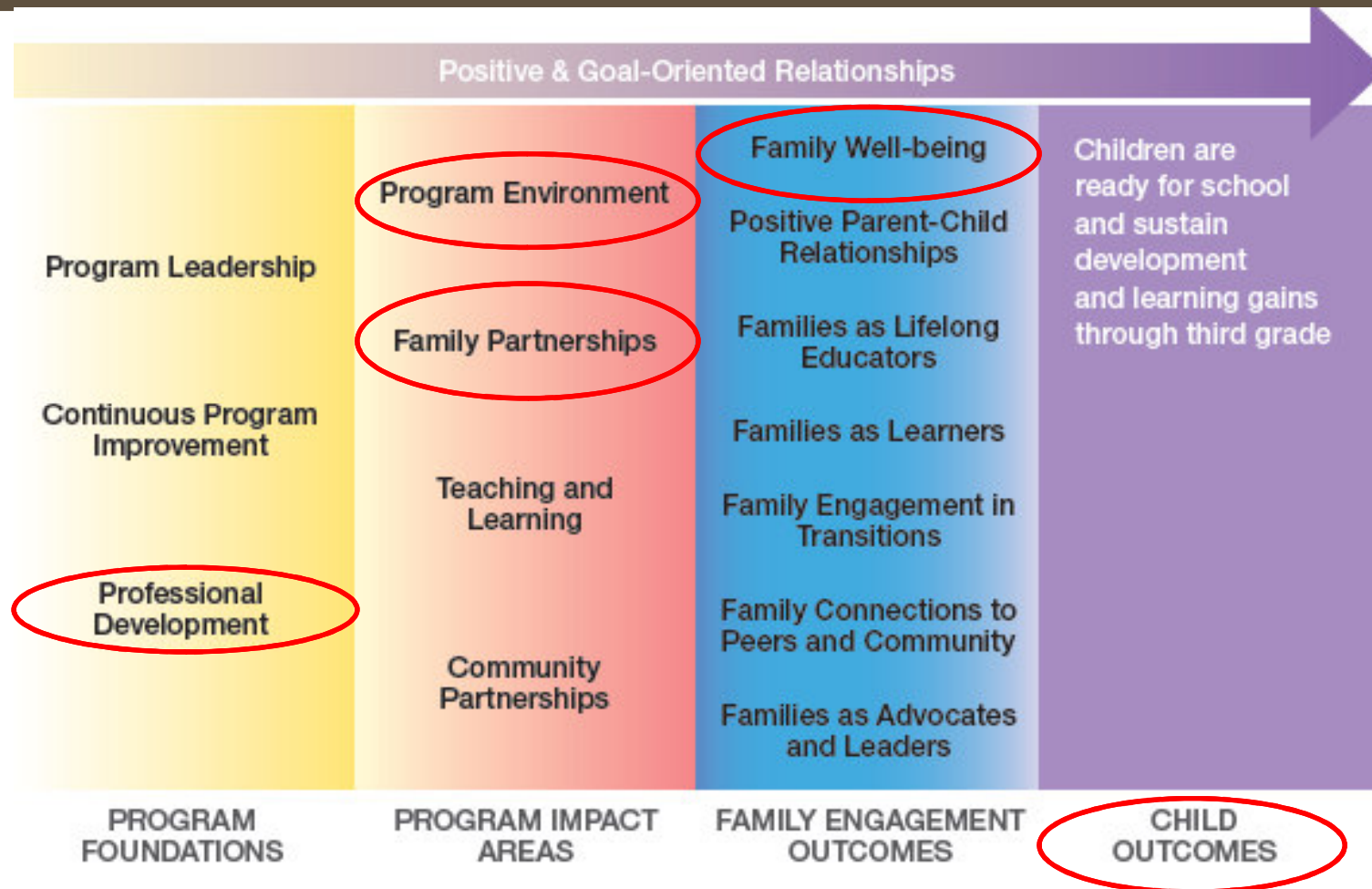
Refers to what staff know....

What do you know?



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Connecting Elements to Competency #1 (Positive Goal-Oriented Relationships)



THE NATIONAL CENTER ON
Parent, Family, and
Community Engagement

Relationship-Based Competencies (RBCs)

COMPETENCY	RESULT
1: POSITIVE, GOAL-ORIENTED RELATIONSHIPS	Engages in mutually respectful goal-oriented partnerships with families to promote parent-child relationships and family well-being.
2: SELF AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS	Respects and responds appropriately to the culture, language, values and family structures of each family served.
3: FAMILY WELL-BEING AND FAMILIES AS LEARNERS	Supports families' safety, health, financial stability, life goals, and aspirations.
4: PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS	Enhances parent-child relationships and supports parents' role as the first and lifelong educators of their children.
5: FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Facilitates social networks and group activities that support families' strengths, interests and needs.
6: COORDINATED, INTEGRATED AND COMPREHENSIVE SERVICES	Acts as a member of a comprehensive services team so that family service activities are coordinated and integrated throughout the program.
7: FAMILY ACCESS TO COMMUNITY RESOURCES	Supports families in using community resources that enhance family well-being and children's learning and development.
8: DATA DRIVEN SERVICES AND SYSTEMS FOR CONTINUOUS IMPROVEMENT	Collects and analyzes information to find new solutions to challenges as part of ongoing monitoring in order to continuously improve services.
9: FOUNDATIONS FOR PROFESSIONAL GROWTH	Actively participates in opportunities for continuous professional development.

Exploring the RBCs through Story



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Instructions

Read the Story of Anna and Luisa with the first competency in mind (i.e. Positive, goal-oriented relationship p.5).

As you move through the story reflect on the Knowledge, Skills and Actions that are evidenced from the Staff perspective and the Supervisor perspective (both columns). Think about which of the bullets apply.

Share with your group why you think the bullet (s) that you chose are connected to the story.

Were there any AHA moments from where you stand as a staff or as supervisor while exploring the connections to Knowledge, Skills and Actions? Could you find usefulness in bringing such an activity to your program to explore the RBCs? If yes, how?

Read, Reflect and Share

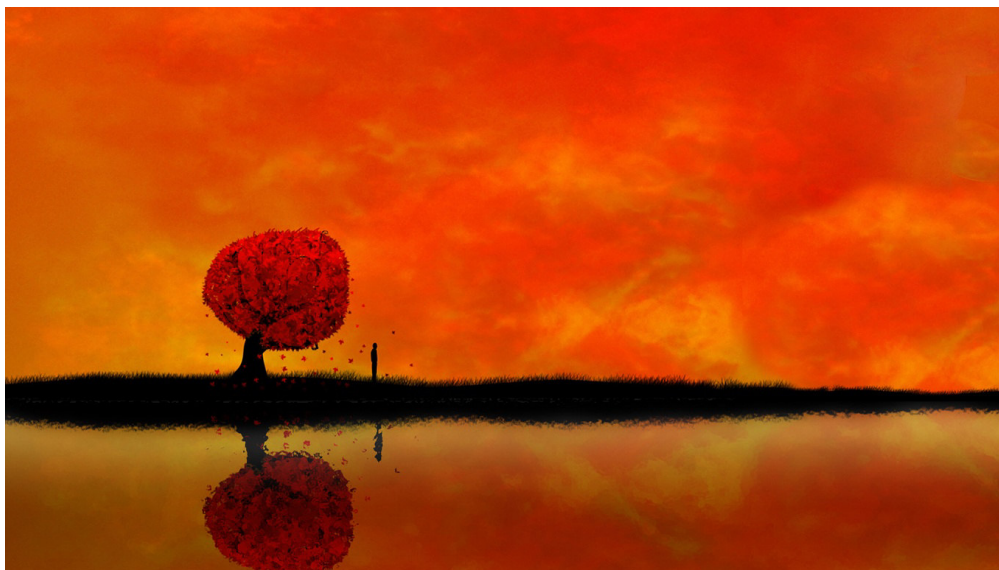


THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Report Out!



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**



REFLECTIVE PRACTICE AND SUPERVISION



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Reflective Practice

“Stepping back from the immediate experience to sort through thoughts and feelings about what one is observing and doing with children and families”

(Shahmoon Shanok, Gilkerson, Eggbeer, & Fenichel, 1995)



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Reflective Supervision

“A relationship for learning”

(Fenichel, 1992; Shahmoon-Shanok, 2007)

“The process of examining, with someone else, the thoughts, feelings, actions, and reactions evoked in the course of working closely with young children and their families”

(Eggbeer, Mann, & Seibel, 2008)



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Who was your most influential supervisor?



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Parallel Process

“Pass it on” or “Ripple effect”

(Heller & Gilkerson, 2009)

“Do unto others as you would
have others do unto others”

(Pawl, 1995)



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Recognizing What You Bring to the Interaction

We ALL bring...

- Beliefs & values
- Experiences
- Emotions
- Expectations
- Reactions
- Judgments
- Intentions



...to our work with and on behalf of families



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Three Key Elements of Reflective Supervision

1. Regularity
2. Reflection
3. Collaboration

(Heller & Gilkerson, 2009)



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Principles of Reflective Supervision

- Focus on the provider-family relationship
- Listen actively
- Value passion where you find it
- Look for opportunities to support mastery
- Use the behavior of the supervisee, parent, and child
- Value disorganization and vulnerability as opportunity
- Be persistent



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

(Adapted from Touchpoints Professional Development)

Stages of Reflective Supervision

- Preparation
- Greeting/reconnection
- Information-gathering/focusing
- Hypothesis generation
- Explore and decide options



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

(Britt & Hunter. *Using Reflective Supervision to Promote Responsive Infant and Family Care*. From <http://www.caheadstart.org>

Implementing Reflective Supervision

- Support an environment that values reflective practice
- Support the development of new skills & knowledge in reflective practice
- Create protected time



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Next Steps and Planning



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Building the capacity...

Actions

Refers to related activities...

Show me!

Skills

Refers to what staff have the ability to do...

What can you do?

Knowledge

Refers to what staff know....

What do you know?



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Evaluation and Wrap-up



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

Thank you!



Please contact us:

NCPFCE@childrens.harvard.edu

Or

855-208-0909 (Toll Free)

www.ncpfce.org



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**